

## Saluda School District

404 N. Wise Road  
Saluda, S.C. 29138

<b>Grades</b>	PK-12 District	
<b>Enrollment</b>	2,078 Students	
<b>Superintendent</b>	Dr. David M. Mathis	864-445-8441
<b>Board Chair</b>	Dr. Kathy Coleman	864-445-8625

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL DISTRICT REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Average</b>	<b>Good*</b>
2009	Below Average	Below Average
2008	Below Average	Below Average
2007	Average	Average
2006	Below Average	At-Risk

\* The District's 2010 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2009-10 whose 2008-09 test scores were located

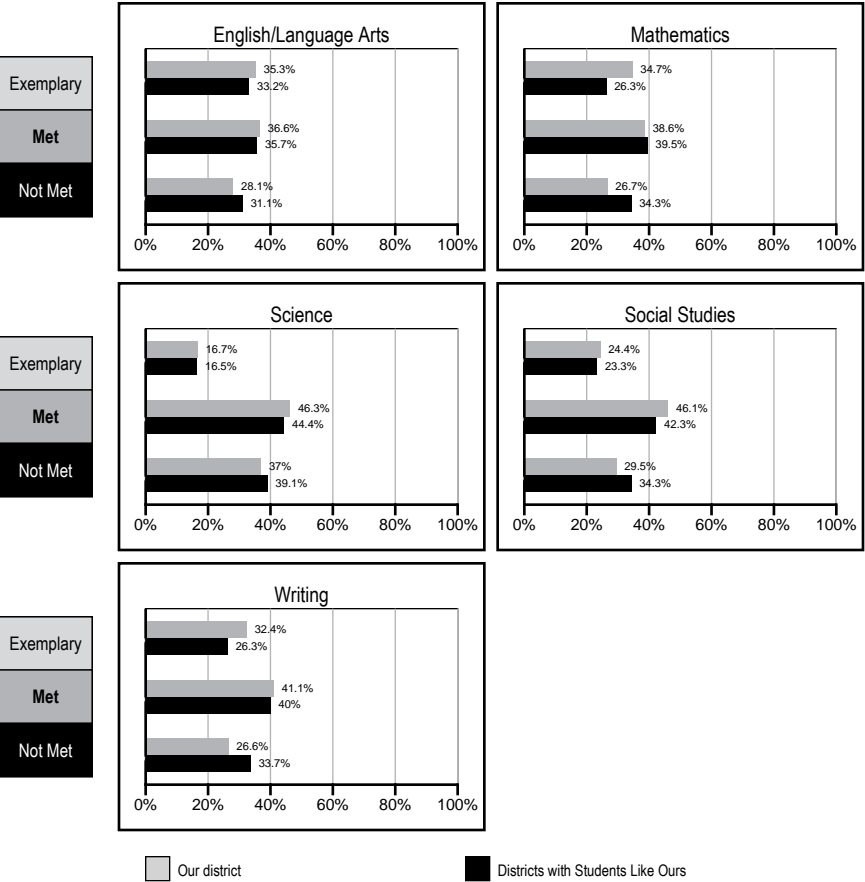
97.5%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	2	17	5	0

\* Ratings are calculated with data available by 03/24/2011.

Palmetto Assessment of State Standards (PASS)



\* Districts with Students Like Ours are districts with poverty indices of no more than 5% above or below the index for the district.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our District			Districts with Students Like Ours		
Percent	2008	2009	2010	2008	2009	2010
Passed both subtests	74.7%	74.8%	82.4%	78.1%	72.9%	75.7%
Passed one subtest	14.4%	11.2%	9.8%	11.2%	14.3%	12.2%
Passed no subtests	10.9%	14.0%	7.8%	10.7%	12.9%	12.1%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our District	Districts with Students Like Ours
Algebra 1/Math for the Technologies 2	88.5%	81.5%
English 1	66.9%	67.3%
Physical Science	54.4%	51.0%
US History and the Constitution	48.6%	37.9%
All Subjects	64.8%	60.0%

Abbreviations for Missing Data

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District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
<b>Students (n=2,078)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	99.5%
Retention rate	2.9%	Down from 3.1%	2.9%	2.3%
Attendance rate	95.8%	Down from 96.0%	95.6%	95.8%
Eligible for gifted and talented	9.2%	Up from 8.9%	13.3%	14.3%
With disabilities other than speech	9.4%	Up from 9.0%	11.0%	10.5%
Older than usual for grade	4.6%	Up from 3.8%	5.0%	4.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.5%	Down from 0.6%	0.7%	0.7%
Enrolled in AP/IB programs	0.0%	Down from 3.4%	8.6%	12.1%
Successful on AP/IB exams	N/A	N/A	47.8%	50.0%
Eligible for LIFE Scholarship	45.1%	Down from 60.3%	31.3%	31.4%
Enrolled in adult education GED or diploma programs	9	No Change	47	47
Completions in adult education GED or diploma programs	3	Down from 5	31	29
Annual dropout rate	2.9%	Down from 4.2%	3.3%	3.1%
<b>Teachers (n=155)</b>				
Teachers with advanced degrees	48.4%	Up from 46.4%	58.9%	58.8%
Continuing contract teachers	77.4%	Up from 66.2%	83.5%	81.5%
Teachers with emergency or provisional certificates	5.1%	Down from 5.5%	4.1%	4.0%
Teachers returning from previous year	85.3%	Up from 82.0%	89.4%	89.3%
Teacher attendance rate	94.5%	Down from 95.0%	95.3%	95.3%
Average teacher salary*	\$42,144	Down 1.4%	\$45,687	\$46,618
Vacancies for more than nine weeks	0.0%	No Change	0.0%	0.2%
Professional development days/teacher	16.9 days	Down from 20.7 days	12.3 days	12.6 days
<b>District</b>				
Superintendent's years at district	2.0	Up from 1.0	2.5	3.0
Student-teacher ratio in core subjects	19.5 to 1	Down from 20.1 to 1	20.6 to 1	20.9 to 1
Prime instructional time	88.4%	Down from 89.3%	89.5%	89.9%
Dollars spent per pupil**	\$9,109	Up 5.0%	\$9,371	\$9,364
Percent of expenditures for teacher salaries**	51.5%	Up from 50.4%	53.2%	53.3%
Percent of expenditures for instruction**	53.1%	Up from 52.4%	56.0%	56.3%
Opportunities in the arts	Excellent	Up from Good	Excellent	Excellent
Number of schools	5	No Change	8	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	0.0%	No Change	1.5%	2.4%
Average age in years of school facilities	29 Years	Up from 28 Years	29 Years	27 Years
Number of schools with SACS accreditation	2.0	No Change	7.0	8.0
Parents attending conferences	100.0%	Up from 99.6%	97.3%	97.1%
Average administrator salary	\$75,614	No Change	\$78,358	\$79,261

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Performance By Student Groups

	HSAP Passage Rate by Spring 2010		End of Course Tests Passage Rate		On-time Graduation Rate, 2010		
	n	%	t	%	n	%	Met AYP Objective
All Students	158	91.8%	820	64.8%	180	75.0%	N/A
<b>Gender</b>							
Male	75	93.3%	416	66.1%	89	69.7%	N/A
Female	83	90.4%	404	63.4%	91	80.2%	N/A
<b>Racial/Ethnic Group</b>							
White	86	96.5%	388	76.0%	96	77.1%	N/A
African American	60	86.7%	293	52.2%	70	75.7%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	11	81.8%	89	58.4%	13	53.8%	N/A
American Indian/Alaskan	N/A	N/A	49	61.2%	N/A	N/A	N/A
<b>Disability Status</b>							
Disabled	14	71.4%	99	33.3%	18	55.6%	N/A
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	85	48.2%	N/A	N/A	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	81	85.2%	497	57.3%	93	63.4%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

HSAP Passage Rate by Spring 2010

	Our District	Districts with Students Like Ours
Percent	91.8%	89.3%

Four-Year Cohort Graduation Rate

	Our District		Districts with Students Like Ours	
	2009*	2010	2009*	2010
Number of Students in Four-Year Cohort	145	180	398	403
Number of Graduates in Cohort	111	135	300	291
Rate	76.6%	75.0%	75.1%	72.6%

\*Used to calculate current AYP.

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total		
	2009	2010	2009	2010	2009	2010	2009	2010	
District	465	452	492	465	465	455	1422	1372	
State	482	482	496	496	467	465	1445	1443	
Nation	496	498	510	511	487	488	1493	1497	
ACT	English		Math		Reading		Science		Total
	2009	2010	2009	2010	2009	2010	2009	2010	
District	16.7	16.7	18.3	18.2	17.8	18.0	18.3	18.3	17.9
State	18.9	18.8	19.9	20.0	19.7	19.7	19.7	19.9	19.7
Nation	20.6	20.5	21.0	21.0	21.4	21.3	20.9	20.9	21.1

Abbreviations for Missing Data

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**School District Governance**

Board Membership	7 trustees elected to single-member seats
Fiscal Authority	County Council
Average Number of Hours of Training Annually	10.9 per board member
Percent New Trustees Completing Orientation	N/A

**District Superintendent's Report**

Thank you for taking the time to look over our district report card concerning student performance indicators and other valuable information. The Board of Trustees and administration appreciate your involvement in supporting our schools.

Our focus in this district is for our students to make continuous improvement. Our administration continues to maintain a district-wide Professional Learning Community and sponsors the presentation of the best practices of our district's teachers. We thank our Teacher Forum for coordinating the district's second annual "Instructional Fair," providing additional opportunities for a broad range of staff development for our teachers and staff.

In spite of the difficult economic times, and state cutbacks, we were able to maintain top quality programs and new opportunities for all students during the 2009-2010 school year. A new piano lab was purchased through the 21st Century Grant for Saluda Primary and Saluda Elementary School students. Our district was fortunate to receive the Safe Schools/Healthy Students grant, which has enabled us to provide new resources for our students as we partner with local agencies. Through the Safe Schools/Healthy Students grant, we have hired an additional School Resource Officer, a Truancy Officer, Parent Liaisons, Parent Educators, and Mental Health Counselors housed in the schools. Prevention and Intervention programs for alcohol, tobacco, and other drugs will be available in the schools also. We were also able to provide a summer enrichment program and plan to implement an After-School Program, which will begin this fall. We have upgraded our Security Equipment at each school and purchased ALERTNOW, a parent notification system which will allow us to keep parents informed of emergencies and important school events.

As we look back on the 2009-2010 school year, we do so with much pride for the many successes of our teachers and students. A number of our students and schools received recognition at the state and national level. Three out of five of our schools made Average Yearly Progress (AYP). Saluda Middle School was the recipient of the Palmetto Silver Award. Our graduating class of seniors was awarded more than 1.6 million dollars in scholarships. Nine students were chosen as SC Jr. Scholars. We had students who received national and state awards such as the SC Elementary Honors Choir participant award, Student Representative for the SC Children's Book Award, Project Sentry Logo Contest, Wildlife Forever National Art Contest, SC Reel Kids Art Contest, FFA Proficiency Award, and Washington Youth Tour Delegates.

We welcome your input and your participation in all aspects of the educational process. Your support and cooperation ensure our success. Together, we are "Teaching Children to be Learners for Life."

David M. Mathis, Ed.D., Superintendent

No Child Left Behind

District Adequate Yearly Progress

No

This district met 31 out of 33 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

District Improvement Status

Continuing District Improvement

The district missed AYP for three years. Sanctions: Revise or continue the district improvement plan.

Number of students in their first year of US school.

5

Title I Schools' School Improvement Status

The Saluda School District consists of 5 public schools with 0 of these schools, or 0%, in improvement status.

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary*	State % Met or Exemplary	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	944	100	28.2	36.6	35.2	80.4	83.5	Yes	Yes
<b>Gender</b>									
Male	487	100	35.4	33.7	30.9	75.6	80.1	N/A	N/A
Female	457	100	20.6	39.7	39.7	85.4	87	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	438	100	18.8	36.6	44.7	85.9	89.6	Yes	Yes
African American	312	100	40.8	35.2	24	70.4	74.6	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	92.7	I/S	I/S
Hispanic	109	100	30.7	35.6	33.7	84.2	79.6	Yes	Yes
American Indian/Alaskan	83	100	28.8	43.8	27.5	83.8	85.1	Yes	Yes
<b>Disability Status</b>									
Disabled	115	100	73	17.1	9.9	35.1	51.7	No	Yes
<b>Migrant Status</b>									
Migrant	3	I/S	I/S	I/S	I/S	I/S	69.5	N/A	N/A
<b>Limited English Proficient</b>									
Limited English	130	100	34.9	37.2	27.9	82.9	79	Yes	Yes
<b>Socio-Economic Status</b>									
Subsidized meals	642	100	35	38.3	26.7	75.9	76.9	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	944	99.9	26.6	39.1	34.2	84.1	80.4	Yes	Yes
<b>Gender</b>									
Male	487	99.8	29.3	38	32.7	80.9	78.4	N/A	N/A
Female	457	100	23.8	40.4	35.9	87.4	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	438	100	20.4	38.2	41.4	88.2	87.8	Yes	Yes
African American	312	100	37.8	39.1	23	76.3	69.3	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	93.5	I/S	I/S
Hispanic	109	99.1	32	33	35	82	78.3	Yes	Yes
American Indian/Alaskan	83	100	11.3	52.5	36.3	93.8	83.2	Yes	Yes
<b>Disability Status</b>									
Disabled	115	100	62.2	28.8	9	47.7	46.1	No	Yes
<b>Migrant Status</b>									
Migrant	3	I/S	I/S	I/S	I/S	I/S	71.4	N/A	N/A
<b>Limited English Proficient</b>									
Limited English	130	100	24	42.6	33.3	86	78.9	Yes	Yes
<b>Socio-Economic Status</b>									
Subsidized meals	642	99.8	33.5	39.7	26.7	79.6	72.8	Yes	Yes

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>							
All Students	628	100	37.2	46.7	16.2	62.8	67.3
<b>Gender</b>							
Male	325	100	38.5	43.8	17.7	61.5	66.9
Female	303	100	35.8	49.7	14.5	64.2	67.7
<b>Racial/Ethnic Group</b>							
White	295	100	23.6	51	25.3	76.4	79.6
African American	201	100	53.3	41	5.6	46.7	49.7
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	84.4
Hispanic	82	100	45.5	46.8	7.8	54.5	59.4
American Indian/Alaskan	50	100	40.8	42.9	16.3	59.2	69.5
<b>Disability Status</b>							
Disabled	77	100	72.6	21.9	5.5	27.4	33.8
<b>Migrant Status</b>							
Migrant	2	I/S	I/S	I/S	I/S	I/S	36.5
<b>Limited English Proficient</b>							
Limited English	94	100	48.9	41.5	9.6	51.1	58.6
<b>Socio-Economic Status</b>							
Subsidized meals	428	100	47.5	44.3	8.2	52.5	55.4

**Social Studies**

All Students	622	100	29.5	46.8	23.7	70.5	70.9
<b>Gender</b>							
Male	318	100	28.3	44.6	27	71.7	70.1
Female	304	100	30.7	49	20.3	69.3	71.7
<b>Racial/Ethnic Group</b>							
White	300	100	23.1	48.1	28.8	76.9	79.2
African American	201	100	39	42.6	18.5	61	58.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	86.8
Hispanic	62	100	34.5	50	15.5	65.5	68
American Indian/Alaskan	57	100	25.9	51.9	22.2	74.1	71.2
<b>Disability Status</b>							
Disabled	81	100	68.4	31.6	0	31.6	39.3
<b>Migrant Status</b>							
Migrant	2	I/S	I/S	I/S	I/S	I/S	55
<b>Limited English Proficient</b>							
Limited English	80	100	34.6	51.3	14.1	65.4	68
<b>Socio-Economic Status</b>							
Subsidized meals	410	100	36.1	47.3	16.5	63.9	60.8

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary	District Attendance Rate	State Attendance Rate
Writing									
All Students	950	99.3	26.5	41.1	32.4	73.5	72.1	95.7	96.3
Gender									
Male	494	98.8	33.8	41.2	24.9	66.2	65.2	95.6	96.2
Female	456	99.8	18.7	41	40.3	81.3	79.2	95.9	96.4
Racial/Ethnic Group									
White	439	99.5	19.7	37.4	42.9	80.3	80.8	95.6	96.1
African American	316	99.1	36.8	44.4	18.9	63.2	59.7	95.6	96.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	87	98.7	97.5
Hispanic	111	98.2	25.5	38.2	36.3	74.5	64.6	95.8	96.6
American Indian/Alaskan	83	100	25.9	53.1	21	74.1	73.4	96.8	95
Disability Status									
Disabled	113	95.6	79.6	19.4	1	20.4	27.7	94.7	95.4
Migrant Status									
Migrant	3	I/S	I/S	I/S	I/S	I/S	63.5	95.1	96
Limited English Proficient									
Limited English	129	98.5	28.9	42.2	28.9	71.1	63.7	96	97
Socio-Economic Status									
Subsidized meals	646	99.2	34	41.3	24.6	66	61.9	95.2	95.8

Abbreviations for Missing Data

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**PASS Performance By Grade Level**

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2009</b>	3	161	99.4	29.2	33.8	37	70.8
	4	139	100	34.6	43.8	21.5	65.4
	5	174	99.4	23.6	46.7	29.7	76.4
	6	137	100	25.8	45.5	28.8	74.2
	7	154	100	26	41.8	32.2	74
	8	152	100	44.6	33.1	22.3	55.4
<b>2010</b>	3	176	100	30	23.5	46.5	70
	4	153	100	26.8	39.6	33.6	73.2
	5	136	100	13.7	52.7	33.6	86.3
	6	170	100	31.7	34.1	34.1	68.3
	7	152	100	29.5	43.2	27.4	70.5
	8	156	100	35.1	31.2	33.8	64.9
<b>Mathematics</b>							
<b>2009</b>	3	161	99.4	33.1	34.4	32.5	66.9
	4	139	100	29.2	47.7	23.1	70.8
	5	174	100	19.3	47.6	33.1	80.7
	6	137	100	19.7	43.2	37.1	80.3
	7	154	100	19.2	46.6	34.2	80.8
	8	152	100	24.3	51.4	24.3	75.7
<b>2010</b>	3	176	99.4	31.4	27.2	41.4	68.6
	4	153	100	22.1	41.6	36.2	77.9
	5	136	100	31.3	42.7	26	68.7
	6	170	100	22.8	37.7	39.5	77.2
	7	152	100	30.8	39.7	29.5	69.2
	8	156	100	22.1	48.1	29.9	77.9
<b>Science</b>							
<b>2009</b>	3	79	100	35.5	50	14.5	64.5
	4	139	100	40.5	53.4	6.1	59.5
	5	87	98.9	32.5	51.8	15.7	67.5
	6	69	100	28.8	54.5	16.7	71.2
	7	153	100	25.3	61.6	13	74.7
	8	76	98.7	50	37.5	12.5	50
<b>2010</b>	3	89	100	59.3	24.4	16.3	40.7
	4	153	100	31.3	56	12.7	68.7
	5	69	100	28.8	59.1	12.1	71.2
	6	85	100	60	35.3	4.7	40
	7	152	100	26.5	51.7	21.8	73.5
	8	79	100	26.9	46.2	26.9	73.1

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	81	100	34.6	43.6	21.8	65.4
	4	139	100	25.2	54.2	20.6	74.8
	5	87	100	28	36.6	35.4	72
	6	68	100	19.7	66.7	13.6	80.3
	7	154	100	45.2	35.6	19.2	54.8
	8	76	100	44	40	16	56
2010	3	88	100	30.6	37.6	31.8	69.4
	4	153	100	27.5	52.3	20.1	72.5
	5	67	100	23.1	40	36.9	76.9
	6	85	100	18.3	63.4	18.3	81.7
	7	152	100	37	42.5	20.5	63
	8	77	100	35.5	42.1	22.4	64.5
Writing							
2009	3	160	98.8	26.3	30.3	43.4	73.7
	4	141	98.6	29	45.8	25.2	71
	5	174	100	25.7	41.9	32.3	74.3
	6	139	97.8	27.3	40.2	32.6	72.7
	7	155	98.7	24.3	45.3	30.4	75.7
	8	153	99.4	38.5	45.3	16.2	61.5
2010	3	177	98.9	25.3	34.1	40.6	74.7
	4	153	99.4	20.8	34.9	44.3	79.2
	5	138	99.3	22.7	45.5	31.8	77.3
	6	171	100	31.1	41.3	27.5	68.9
	7	154	98.1	34	45.1	20.8	66
	8	157	100	24.5	47.1	28.4	75.5

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

**HSAP Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)**

All Students	154	100	12.7	34	32	21.3	66.7	65.9	Yes	Yes
Male	80	100	12.8	35.9	32.1	19.2	65.4	60.8	N/A	N/A
Female	74	100	12.5	31.9	31.9	23.6	68.1	71	N/A	N/A
White	79	100	5.2	26	39	29.9	80.5	77.5	Yes	Yes
African American	53	100	17.3	44.2	25	13.5	55.8	49.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	80.2	I/S	I/S
Hispanic	16	100	25	31.3	31.3	12.5	50	56.8	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	I/S	65.9	I/S	I/S
Disabled	19	100	52.6	26.3	15.8	5.3	26.3	21.3	I/S	I/S
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Limited English	14	100	42.9	35.7	14.3	7.1	28.6	47.3	I/S	I/S
Subsidized meals	86	100	19.5	36.6	28	15.9	58.5	51.5	No	Yes

**Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)**

All Students	154	100	12.7	30.7	40	16.7	73.3	62.3	Yes	Yes
Male	80	100	12.8	32.1	37.2	17.9	74.4	61.7	N/A	N/A
Female	74	100	12.5	29.2	43.1	15.3	72.2	63	N/A	N/A
White	79	100	7.8	26	42.9	23.4	83.1	75	Yes	Yes
African American	53	100	19.2	36.5	38.5	5.8	63.5	44	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	85.5	I/S	I/S
Hispanic	16	100	12.5	25	43.8	18.8	68.8	56.7	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	I/S	62.5	I/S	I/S
Disabled	19	100	52.6	26.3	21.1	0	36.8	22.1	I/S	I/S
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Limited English	14	100	21.4	42.9	14.3	21.4	42.9	52.6	I/S	I/S
Subsidized meals	86	100	17.1	36.6	36.6	9.8	63.4	48.1	No	Yes

**Physical Science (End-of-Course Performance by Group)**

All Students	152	97.4	52.7	28.4	10.1	8.8	N/A	N/A	N/A	N/A
Male	78	96.2	52.0	28.0	12.0	8.0	N/A	N/A	N/A	N/A
Female	74	98.6	53.4	28.8	8.2	9.6	N/A	N/A	N/A	N/A
White	79	94.9	46.7	29.3	13.3	10.7	N/A	N/A	N/A	N/A
African American	51	100.0	62.7	25.5	5.9	5.9	N/A	N/A	N/A	N/A
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	16	100.0	50.0	25.0	12.5	12.5	N/A	N/A	N/A	N/A
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	17	100.0	94.1	5.9	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	2	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English	15	100.0	66.7	26.7	N/A	6.7	N/A	N/A	N/A	N/A
Subsidized meals	84	98.8	57.8	28.9	7.2	6.0	N/A	N/A	N/A	N/A

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)									
All Students	2009	146	99.3	15.8	42.4	31.7	10.1	58.3	61.8
	2010	154	100	12.7	34	32	21.3	66.7	65.9

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)									
All Students	2009	145	100	20.1	33.1	35.3	11.5	57.6	62.7
	2010	154	100	12.7	30.7	40	16.7	73.3	62.3

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.9%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.6%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	5.2%	0.0%	No
Student attendance rate, grades K-8	95.8%	94.0%*	Yes

\* Or greater than last year  
\*\* Adjusted to account for natural variation in performance.